**Unit Plan Guidelines**

I. Subject Area: *Social Studies*  Grade level: *2* Unit Title: *Holidays*

II. Estimated Time: *Three weeks*

III. Student Population: *25 students*

Stage 1 – Desired Results

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| **IV. Standards:**  **[5.1.4.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22433)**[- Identify](http://www.pdesas.org/Standard/StandardsBrowser" \l "22433) **[state](http://www.pdesas.org/Standard/StandardsBrowser" \l "22433)** [symbols, national symbols, and national holidays.](http://www.pdesas.org/Standard/StandardsBrowser" \l "22433) **[8.3.3.A -](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772)** [Identify and describe the](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772) **[social, political,](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772)** [cultural, and](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772) **[economic](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772)** [contributions of individuals and groups in United States history.](http://www.pdesas.org/Standard/StandardsBrowser" \l "23772)  [**ELP.5.L.1-3.4.1**](http://www.pdesas.org/standard/StandardsBrowser/75262/culture) - Compare and contrast birthday celebrations in the US with that of other cultures after listening to a story.   1. **Understanding(s):**   *1.)* *Cultures impact the way holidays are celebrated in different places.*  *2.) Some cultures cultivated their own holidays to celebrate specific events that had an affect on their culture.*  *3.) All holidays are celebrated due to the contributions of a certain person or people who had a positive impact on their culture.*    **VI. Essential Question(s):**  *Why do different cultures celebrate holidays differently or not at all?*  *What kind of meaning do holidays hold to people?*  *Are holidays always moments of joy or are there somber holidays as well?*  **VII. Attitude(s) and Value(s):**  *Students will cultivate an understanding and appreciation for holidays celebrated by other cultures as well as their own.*  **VIII. Skill(s):**  1.) What skills related to acquiring, organizing and using information will students  develop?  *Students will learn how to appreciate the way different cultures celebrate holidays. They may also learn about holidays celebrated in different areas that relate to customs and/or traditions of a particular people.*  2.) What technological skills will students develop*?*  *In some cases, students may need to rely on map reading skills if needed to identify certain areas or regions where a particular celebration and/or event takes place.*  3.) What interpersonal skills will students develop?  *Students will see how different cultures influence a person’s way of life and carry this with them throughout their lives.* |
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Stage 2 – Assessment Evidence

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| *IX. Performance Task(s):*  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*  *-Students demonstrate their understanding and attitudes through reflective writing and/or participation in activities directly related to holidays and celebrations. These tasks are designed to let students reflect on the meaning behind holidays, their personal experiences, and the differences in holidays around the world.*  *By what criteria will the evidence be assessed?*  *Tasks are assessed by the depth of their reflection on personal experiences, understanding of the meaning behind the holiday, and recognition of different types of celebrations or diverse holidays in general.* | *Other Evidence:*  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  *There will be one formal assessment to measure their understanding of the universal meanings behind the holidays. Observations are conducted through open discussions and there are checkpoints where journal entries will be written.*  *How will students reflect upon and self-assess their learning?*  *Self-assessment of the evidence in this unit is proven through the amount of thought and reflection put into their answers and how they have made this topic an impact in their own lives.* |

Stage 3 – Learning Plan

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| X. Learning Activities (8 – 10 lessons)  **Lesson one:**  Lesson Title: Thanksgiving  Time estimation: 35 minutes  Lesson Objective: Students will learn what Thanksgiving really is about and the difference between the Pilgrims Thanksgiving and our Thanksgiving.  Before this lesson gets started the student will be asked three questions. “Does anybody know what Thanksgiving is?” “Who celebrates Thanksgiving?” and “What do they do for Thanksgiving?”  In this lesson the students will be taught the definition of Thanksgiving. Then read a Thanksgiving book. This way they will have knowledge to use when they do the actual activity in the lesson. Then the students will do a venn diagram on the Pilgrims Thanksgiving and our Thanksgiving, make their own headdress and a picture with sentences worksheet of their favorite ideas from each side if the Venn diagram. (The picture and sentence worksheet is, the students draw pictures of their favorite ideas from each side of the Venn diagram and write a sentence under each picture says what it is and who ate it.)  **Lesson 2:**  Lesson title: Hanukkah and Christmas  Time estimation: 45 minutes  Lesson objective: The students will learn what Hanukkah and Christmas are more in depth.  Before the lesson gets started, ask the students who celebrates Hanukkah or Christmas. Or both? First explain what Hanukkah is and the story of Hanukkah. Make a list on the board. In the lit include why we have Hanukkah, how many days Hanukkah is, what activates are associated with Hanukah, or other things that are associated with Hanukkah. Leave it on the board. Then do the same thing with Christmas.  After that, have the students each color a Menorah with lines in the center and a Christmas Tree with lines in the middle and have them write about what they have learned. Since they are young, is why the chart is left up on the board. Tell the students that they can go up to the board for help if the forgot any of the points listed.  **Lesson 3:**  Lesson title: Columbus Day  Time estimation: 40 minutes  Lesson objective: The students will learn about the three boats and the native Americans that came over on them.  Before the lesson has started ask the students questions. Ask them f the every heard of Columbus day, if they know who Christopher Columbus is or if they every heard of “In 1492 Columbus sailed the ocean blue.”  Next read a book on their level about Columbus Day. Then after talk about the book and write the important points on the board.  When that is finished have the student draw a picture of the points on a blank piece of paper and label each object on the paper.  **Lesson 4:**  Lesson title: President’s Day  Time estimation: 35 minutes  Lesson objective: The students will learn about why we have whole days dedicated to specific presidents.  Ask the students if they know any famous presidents, if they know which presidents we celebrate and if they know why we have off on president’s day.  Then read the students mini bios on George Washington and Abraham Lincoln. List the birth and death year of each on the board in two separate columns, their birthplace, when they became president and when they finished being president. Then in the same chart ask the students to give you important things they remember each of the presidents doing for each column. Leave this on the board. After have half the class act as George Washington and half act as Abraham Lincoln. They have to act it out to the class. The way they have to do this is to fully understand the bio they see on the board. Each child will have both bios written down but only say the one they were picked to say and act like they are that president to the class.  **Lesson 5:**  Lesson title: Martin Luther King Jr. Day  Time estimation: 40 minutes  Lesson objective: The students will learn about Martin Luther King Jr. and about the blacks and whites back then.  Start off with ask the students if they have ever heard of Martin Luther King Jr. Then talk about who he is and what he did. Do this by reading them a book on Martin Luther King Jr.  After talk about his I have a dream speech and the black and white problem back then. Be sure to tell the students the different things the blacks and whites had to do. For example, drinking from different water fountains and going in different bathrooms. Make sure they know the extremes of back then and how different it is today and how lucky we are.    **Lesson 6:**  Lesson title: Veteran’s Day  Time estimation: 40 minutes  Lesson objective: The students will learn the importance of Veteran’s day.  Ask the student’s if they know what veterans are, if they know any veterans and if they know what we celebrate veterans.  After have them list the jobs that people can be veterans for. Write on the boar what each veteran did for a living and have the students write down what each of them did for a living. With what they wrote down have each student write a letter to a veteran that they know or a veteran their classmates know thanking that veteran for their time. In the letter have the students says specific things they are thankful for of what they learned in class. This will be from what is written on the board and what they have in the books is the same.  **Lesson 7:**  Lesson title:Independence Day/ July 4th  Time estimation: 45 minutes  Lesson objective: The students will learn about the importance of Independence day, why we have it and the other name for it.  First ask the students what they think Independence day is, and then tell them the other name for Independence day. Discuss what the holiday is about. Tell them that in 1776 Is when the Declaration of Independence was signed and what it is. Show them a picture of the Declaration of Independence too. Talk about how it s called July 4th because the Declaration of Independence was signed on July 4th, 1776.  Then read a book on Independence day and after have the students raise their hands and say what they remembered in the story. The teacher should write this down on a chart. When that id finished discuss what is written and ask them if there was anything the same in the book as what they all said before they read the book about Independence day.  **Lesson 8:**  Lesson title: Halloween  Time estimation: 35 minutes  Lesson objective: The students will learn about The day of the Dead.  First ask the students if they know what Halloween is, then celebrates it and what do they do on Halloween.  Next talk about The Day of the Dead, by reading them about what the day of the dead is and putting the key points on the board for them. For the activity have the students draw a picture of what they think The Day of the Dead looks like. They should also label everything so that the you knew the comprehended what was in the story you read and in the chart. |
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XI. References:

*http://www.pdesas.org*

XII. Reflection:

*Students enjoyed this unit immensely. They were very enthusiastic about sharing their experiences and listening to each other. It was slightly difficult for them to understand holidays most of them had never experienced before, such as the “Day of the Dead,” because it is not very traditional to American culture. The holiday unit also gave students insight on historical events as well as important figures throughout history through national holidays such as Veterans Day and Martin Luther King Jr. Day. It was surprising to see how many holidays were celebrated and the amount of history and culture ingrained within them. The best part about teaching this unit is the fact that most of these holidays can be meaningful for children, not just in a historical or cultural way, but also in a personal way!*